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ABSTRACT

A study was conducted to identify the role community colleges have played in developing Maryland's economic resources. The study sought to determine: (1) what types of programs and courses had the community colleges created to serve local economic development needs; (2) how many students were involved in programs and courses related to job training for business and industry; (3) what kinds of formal and informal communications systems had the colleges developed with local business and industry; (4) did the colleges work with local and state economic development agencies in program and course development for existing businesses and in recruitment of new industry; (5) how were the colleges involved in retraining workers with obsolete skills; and (6) how were community colleges in other states involved in statewide economic development activities. The study methodology included a college survey requesting information on courses, programs, economic development activities, and relations with community businesses and agencies; interviews with personnel from eight community colleges regarding specific economic development activities; and a literature review and follow-up contacts to assess activities in other states. The report presents the methods and findings of the study, along with conclusions regarding the strengths and weaknesses of the community colleges' economic development role and recommendations. The survey instrument is included. (AYC)

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Economic Development Through Education

at Maryland's Community Colleges

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ECONOMIC DEVELOPMENT THROUGH EDUCATION

at Maryland's Community Colleges

Dorothy S. Linthicum

Maryland State Board for Community Colleges
16 Francis Street • Annapolis, Maryland 21401
August 1985

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EXECUTIVE SUMMARY

One important factor in a healthy economic climate is the availability of a skilled labor force. Maryland's seventeen community colleges have been an important component in training the State's work force through career programs, continuing education, and training customized for specific businesses. The main purpose of this study is to identify the role community colleges have played in developing Maryland's economic resources. The study highlights an important way the colleges support the local and State economies.

The range of courses, services, and activities related to economic development is as diverse as the seventeen community colleges serving the citizens throughout the State. Activities reflect the location of the college, business and industry in the community, and the philosophy of college boards, administrators, and faculties.

All of the colleges offer open enrollment courses for businesses, and fifteen of the colleges provide customized training. Four colleges have offices or centers for business and industry, five have small business resource centers, and three have management institutes to serve the business community. In FY 1984, the colleges estimated that 112 associate in arts degrees were awarded and 103 certificates were conferred in credit programs developed specifically for business and industry. The estimated enrollment in these programs in FY 1984 was almost 3,000. Statewide registrations in contract credit courses in FY 1984 totaled over 900. Almost 14,000 registrants enrolled in 266 noncredit courses that met guidelines for State funding. Another 1,100 registrants were enrolled in ten workshops and seminars that were not eligible for State funding. Over 300 business sites were used for business and industry credit and noncredit courses in FY 1984. An additional 80 off campus sites were used by the colleges for open enrollment courses.

Colleges reported involvement with local chambers of commerce, Private Industry Councils, local economic development councils, among others. The colleges used many methods to communicate with the local business community, including needs surveys, newsletters, special mailings, free seminars, and faculty sabbaticals to local businesses.

The Maryland community colleges are also involved in training the unemployed. In FY 1984, fifteen of the seventeen colleges served more than 1,300 citizens through the Job Training Partnership Act (JTPA) programs administered by the State Board for Community Colleges and other agencies.

The differences in attitudes and priorities of college leaders, both administrators and local board of trustees members, were reflected in the varying level of activities. At some colleges, little long-range planning has gone into economic development activities. In addition, the funding method of Maryland's community colleges has encouraged reliance on contracts made with large corporations because serving smaller businesses is more costly and time consuming. Finally, on a statewide level, the community colleges have not been fully recognized as a Maryland resource. It is recommended:

- That each community college board of trustees consciously establish the priority of economic development that is consistent with the mission and goals of the college.

- That in cooperation with the Department of Economic and Community Development business assistance centers be established in areas where they are not currently in place.
 - That each college coordinate offerings for small business owners and managers, using business centers to provide services for small businesses.
 - That colleges explore involvement in local incubator projects for small businesses by providing facilities, training, and counseling services.
 - That colleges establish contract procurement services to help local businesses in submitting bids for federal and State projects.
- That in cooperation with the Department of Economic and Community Development selected community colleges explore involvement in economic development activities in international trade.
- That the State Board for Community Colleges develop an effective statewide system of marketing community college economic development services.
 - That the State Board for Community Colleges and the Department of Economic and Community Development jointly publish information about training opportunities for Maryland business.
 - That State promotional efforts mounted by the Department of Economic and Community Development include reference to community colleges.
- That training funds currently appropriated for industrial training be provided to establish tuition assistance programs at Maryland community colleges for Maryland business and industry.
- That the State Board for Community Colleges and the seventeen Maryland community colleges maintain stronger ties to State and local agencies involved in economic development.
 - That training currently under way at community colleges under the Job Training Partnership Act, in coordination with the Department of Employment and Training, be reviewed to see how it might better be meshed into statewide economic development initiatives.
 - That colleges develop stronger ties to local private and public economic development agencies.
- That the Maryland community colleges provide a mechanism for short-term leaves to business and industry for full-time faculty.

Maryland's community colleges offer a unique resource to the State's business community. Greater involvement at the State level should not hamper local initiative but should provide a better lever for increased funding and visibility.

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CHAPTER ONE

INTRODUCTION

One important factor in a healthy economic climate is the availability of a skilled labor force. Maryland's seventeen community colleges have been an important component in training the State's work force through career programs and specialized continuing education courses. The colleges have provided training customized for specific businesses. In addition, some colleges are assisting in the revitalization of their communities by retraining workers with obsolete skills.

Recently, the Fantus Corporation, one of the world's largest corporations that advises businesses on relocation, was quoted as saying, "The availability of training and skilled workers is becoming the number one reason a company stays in a community or relocates--not taxes, not worker compensation, or any of the other factors traditionally associated with industrial site location decisions." (3) It has been noted that "private employers invest over \$2 billion for employee education annually, not including the cost of wages and salaries paid to employees while they are learning." (9) The magnitude of these expenditures makes clear the importance industry places on education and training.

Community colleges have much to offer business, industry, and labor. Don C. Garrison, President of Tri-County Technical College, Pendleton, South Carolina, points out six advantages community colleges offer to business:

1. Diversity: colleges are as diverse as the people they serve.
2. Structure and funding: administrative and funding sources are already in place.
3. A willingness to allocate human, financial, and physical resources to economic development.
4. The ability to identify community needs.
5. Flexibility and adaptability: from programs to scheduling.
6. Low cost instruction. (9)

A study recently published by the National Postsecondary Alliance, entitled Economic Development and the Community College, outlines the role community colleges can play in economic development at the local level. Colleges can:

- o Deliver training and retraining,
- o Make business and industry more productive,
- o Keep industry by cooperating with the local chamber of commerce and other agencies,
- o Help attract new industry,
- o Develop entrepreneurs,

- o Help others get federal grants and contracts,
- o Develop international business,
- o Survey community resources and needs,
- o Supply missing community services, and
- o Help displaced workers. (14)

Recognizing the importance of economic development to Maryland and the increasing role of community colleges in economic development activities, the Maryland State Board for Community Colleges undertook an economic development initiative for Fiscal Year 1985. Among the strategies outlined in the initiative was a study of the impact of community colleges on economic development in Maryland.

PURPOSE

The main purpose of this study is to identify the role community colleges have played in developing Maryland's economic resources. The information can be useful to governmental and private agencies promoting economic development, as well as local business and industry. The study highlights to policymakers the important ways the colleges can and do support the local and State economies. Finally, sharing information about economic development activities at the colleges should strengthen the involvement of the Maryland community college system in maintaining a favorable business climate.

Economic development is a broad term that means different things to different people. In the Postsecondary Alliance study, cited earlier, the following definition was given:

Economic development is the systematic, organized promotion of economic growth and business activity of all kinds. It can involve retail business, manufacturing, agriculture, mining, financial industries, education, and all types of services. Through more effective use of resources, public relations, or the introduction of additional resources, economic development seeks to encourage new business activity that results in net dollar income or the infusion of money into the community. (14)

Economic development from an educational perspective includes both technical training of workers and general education of the citizenry. Training provides employers with a skilled work force, while education provides a more versatile work force. Education can enhance the quality of life of a community, making it a more desirable place to live and work.

For purposes of this study, economic development refers only to business and industry courses and activities offered by Maryland community colleges that (i) train people for new jobs created by an expanding business, (ii) upgrade or update skills of employees for jobs that already exist, or (iii) provide pre-employment training for new Maryland businesses. Only training in the private sector that meets the needs of an employer, labor union, or trade or professional association was included in the study. Both custom designed courses, which meet the specific needs of an employer, and general courses, which provide basic support to many jobs in an occupational cluster, were included.

RESEARCH QUESTIONS

Six research questions were posed to guide the study:

1. What types of programs and courses (credit and noncredit) have the community colleges created to serve local economic development needs?
2. How many students are involved in programs and courses related to job training for business and industry?
3. What kinds of communication systems (formal and informal) have the colleges developed with local business and industry?
4. Do the colleges work with local and State economic development agencies (public and private) in program and course development for existing businesses and in recruitment efforts of new industry?
5. How are the colleges involved in retraining workers with obsolete skills?
6. How are community colleges in other states involved in statewide economic development activities?

The research questions are answered in the next two chapters of the report. Chapter Two describes the status of economic development at Maryland community colleges, including a description of organizational patterns, numbers of participants and businesses, communication with business and economic development agencies, and retraining activities. The second chapter looks at economic development strategies involving community colleges in other states. The final chapter summarizes strengths and weaknesses of economic development activities at Maryland community colleges and concludes with a series of recommendations.

METHODOLOGY

Three methods of data collection were used to answer the research questions. First, a survey was constructed with the assistance of the Maryland Community College Economic Development Coordinators, a newly formed group of college personnel responsible for business and industry services. (Appendix A) The survey was distributed in November 1984 and all seventeen colleges submitted responses. (Appendix B) The survey asked the colleges to list courses, programs, and participation in economic development in both the credit and noncredit areas. The colleges also were asked to describe their relationship with community businesses and public and private economic development agencies. In addition, the colleges provided information about their participation in the Job Training Partnership Act (JTPA).

The second method of data collection involved interviews with personnel from eight community colleges about economic development activities at their colleges. Among those interviewed were economic development coordinators, deans, presidents, and faculty members. (Appendix C) Members of the economic development affinity group provided information through informal discussions and at the group's regularly scheduled meetings. Interviews were held with business representatives who have

worked with community colleges on specific training projects. (Appendix C) Names of businesses and business representatives were provided by the colleges.

The third method of gathering information was a search of the literature for descriptions of economic development activities of community colleges nationally. Follow-up contacts with community college leaders in other states were made. The summary of this information in Chapter Two deals primarily with statewide initiatives, such as funding mechanisms and statewide programs. The limited scope of this study precludes more detailed information about individual college initiatives.

The final step in the study process was to summarize the strengths and weaknesses of economic development initiatives of Maryland's community colleges based on information in Chapter One. Recommendations were made based on these observations and information about economic development activities at community colleges nationally described in Chapter Two.

CHAPTER TWO

ECONOMIC DEVELOPMENT ACTIVITIES AT MARYLAND COMMUNITY COLLEGES

The range of courses, services, and activities related to economic development is as diverse as the seventeen community colleges serving people throughout the State of Maryland. Activities reflect the location of the college, the type of business and industry in the community, and the philosophy of the different college boards, administrators, and faculties. These differences can be seen in the way colleges have chosen to administer economic development services, the number of people and businesses they serve, and college involvement with private and public economic development agencies.

The information describing economic development activities in the following sections comes from a survey of Maryland community colleges and interviews with college personnel and business representatives. The survey instrument used to collect data from the colleges is in Appendix B.

The chapter includes sections describing organizational patterns at the colleges; current programs and services, including a discussion of barriers and opportunities for further activities; and an assessment of the available data concerning the types of training and the number of participants. The chapter concludes with an assessment of the problems of and opportunities for effective communications with businesses and economic development agencies in Maryland.

ORGANIZATIONAL PATTERNS

To determine the membership of the newly formed group of community college economic development coordinators, college presidents were asked to identify the person directly responsible for economic development. (Table I) About half of the colleges indicated the dean of continuing education directed economic development activities. This is to be expected since many of the services, especially customized training, involve noncredit courses designed and offered through offices of continuing education. Economic development activities were directed by training coordinators or contract services directors at another third of the colleges. Two of the colleges reported having directors of business institutes. Most of these directors and coordinators report to a continuing education dean. One college indicated direct responsibility came from the office of the president.

Many people at the colleges are involved in economic development activities, according to college responses to the Maryland survey. For this reason, it is difficult to calculate the exact amount of staff time committed to economic development. For example, support personnel assist in the registration of employees in training courses, administrators contact businesses and help design course materials, and both full- and part-time faculty teach courses for business and industry. Larger colleges estimated that nearly 80 different people at the college are involved in economic development activities in a typical year; smaller colleges reported as few as five are involved.

Community colleges across the State vary in the number of professional staff directly responsible for economic development activities. At some of the rural

Table I

PERSONNEL DIRECTLY RESPONSIBLE FOR ECONOMIC DEVELOPMENT
AT MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

<u>College</u>	<u>President</u>	<u>Dean of Continuing Education</u>	<u>Business and Industry Training Coordinator</u>	<u>Director of Business and Industry Institute</u>	<u>Contract Services Director</u>
Allegany		X			
Anne Arundel					X
Baltimore					X
Catonsville			X		
Cecil		X			
Charles		X			
Chesapeake				X	
Dundalk	X				
Essex				X	
Frederick		X			
Garrett		X			
Hagerstown			X		
Harford		X			
Howard			X		
Montgomery		X			
Prince George's		X			
Wor-Wic Tech		X			
TOTAL	1	9	3	2	2

colleges, such as Cecil and Garrett Community Colleges, economic development is only part of an administrator's responsibilities. Larger colleges, such as Catonsville Community College, have five full-time and three part-time people to work on economic development activities in the Baltimore and Carroll County region. Across the State, more than twenty people at community colleges are working specifically to provide services to business and industry.

Other colleges have made a direct commitment to provide services to business and industry. Both the president and the board of trustees at Prince George's Community College are involved in economic development activities. According to Joseph Shields, President Robert I. Bickford "has been very active in assuring that the college plays a strong role in county economic development." Several college board members have encouraged the college to increase its role in economic development.

Carolyn Smith (Howard Community College) notes that President Dwight A. Burrill has made economic development "a full-time effort." He keeps abreast of activities of the local economic development council and is a former president of the local chamber of commerce. This involvement has led to a very active economic development program at the college.

At other colleges, especially smaller institutions, there is much less activity in business and industry. Some colleges, such as Allegany, are beginning to increase their level of involvement. President Donald L. Alexander has made economic development a top priority of the office of continuing education and recently increased the staff.

Noreen Lyne (Montgomery College) believes that assisting the business community with its training and educational needs is an integral part of the college's mission. However, she believes a college's involvement in economic development should not be accidental. "We need to ask ourselves if this is what we should be doing: What percentage of our total program should be in this area?" She adds that a college "can be seduced" by increasing economic development activity. "Staffing can shift, causing neglect to other needs and citizens in the community," Dr. Lyne points out.

PROGRAMS AND SERVICES

The programs and services developed by the seventeen Maryland community colleges to serve their business communities usually reflect training and educational needs of local businesses. (Table 2) All colleges offer some kind of general courses or workshops for businesses, while fifteen of the seventeen colleges also provide customized training.

General or open enrollment courses offered by the colleges in both credit and noncredit areas are open to anyone in the community. Often smaller businesses participate in a college program by paying the cost of tuition for employees who attend job related courses. For example, Garrett Community College offers courses through the noncredit continuing education division in farm management and office skills. Participants in these courses may be employees of local businesses or farm operations.

Contract courses are basically customized training programs designed by the college and the business involved to meet specific needs. There are three general

Table 2

ECONOMIC DEVELOPMENT PROGRAMS AND SERVICES
AT MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	Courses/ Workshops	Contract Services	Small Business Resource Centers	Office for Business and Industry	Placement Office/ Job Service	Management Institute	Consulting Assistance	Other
Allegany	X	X		X				
Anne Arundel	X	X					X	
Baltimore	X	X						
Catonsville	X	X		X	X	X	X	X ^a
Cecil	X	X						
Charles	X	X						
Chesapeake	X	X						X ^b
Dundalk	X	X	X					
Essex	X	X						
Frederick	X	X			X			
Garrett	X							
Hagerstown	X	X	X ^c					
Harford	X	X	X					
Howard	X	X		X				
Montgomery	X	X	X				X	
Prince George's	X	X	X		X	X		
Wor-Wic Tech	X							

^a Center for Real Estate Education.

^b Business and Industry Center.

^c In planning stage.

approaches for developing training courses. The first involves college staff conferring with business representatives to learn about training needs and the role the college can play in meeting them. College staff identify specific training needs that cannot be met through the regular credit and noncredit curriculum but which can be met through custom designed training programs. The college staff return to the company with faculty who then work with representatives of the firm to develop appropriate courses. In the second approach, colleges design standardized training packages to meet needs most requested by local firms. The packages are then described and sold to company representatives. The third approach is a combination of the first two. Custom designed programs are often standardized and sold, sometimes with modifications, to other firms. (17)

Montgomery College uses similar methods in designing management courses for area businesses, especially in high-technology. Many businesses have requested training for management level personnel in the areas of supervision, technical writing, and communications. The college also found a need for training managers to use new computer software and hardware purchased by their companies. While the core curriculum of many of these courses could be replicated for different firms, often new sections had to be added to meet specific needs. Other colleges providing contract courses have had similar experiences.

At Anne Arundel Community College, Lynn Sheppard spends time with company training personnel to learn what the firm hopes to accomplish. At that point, "we may get together with representatives from other parts of the company and develop a course for them." The next step is to find the best person to develop and teach the course. The result of the college's efforts is usually high quality training offered at flexible times, at company sites, at a low cost.

Prince George's Community College turned an outreach program of coffee hour community lectures, mostly for women, into employee training. Mary Jane Shearer, one of the college's outreach representatives, found after a while "all the women had gone back to work." She strongly believes education should take the classroom to the student. These two factors motivated her to arrange a series of twice-monthly "brownbag" seminars with Rouse and Associates for employees of companies in the Metro East Business Community in Landover. One hour, tuition free courses have explored stress management, time management, and customer relations.

In discussing training needs with Westinghouse Electric Corporation officials, Howard Community College discovered many executives were having difficulty using their computers. The solution: a special typing course in micro keyboarding for company executives. Typing classes were then offered by the college for executives at the Westinghouse plant.

In addition to offering general and contractual courses for business and industry, five of the colleges have set up or are in the process of setting up small business resource centers. These centers offer special services to small businesses in addition to general business related credit and noncredit courses.

Last year Harford Community College offered a series of four tuition free courses to assist small business men and women in operating their businesses. The series

covered areas of management skills, management styles, microcomputer usage, business planning techniques, and governmental agency resources for small business. The college has used information from participants in the program to design additional courses for small business owners.

While some Maryland community colleges may not have small business centers, their economic development activities include services for small businesses. Anne Arundel Community College, for example, works with the county trade council which represents about 350 small businesses. The college, in conjunction with the trade council, conducted a needs survey and as a result is now offering a series of courses developed for small businesses.

Four of the seventeen Maryland community colleges have established offices or centers for business and industry. (Table 2) These offices serve as the "point of entry" for businesses needing training and educational assistance. Three colleges also reported having management institutes to serve the business community. Several of the colleges offer students and businesses benefit of placement or job services offices. In addition, Catonsville Community College has responded to a unique need in its community by opening a Center for Real Estate Education.

Three colleges have extended consulting assistance to the business community. Anne Arundel Community College has two institutes staffed by full-time teaching faculty in the areas of local affairs and the environment. The Center for the Study of Local Issues and The Environmental Center have assisted private businesses as well as governmental agencies. Montgomery College works with businesses to find appropriate college personnel who can provide technical and consulting assistance. Services are contracted through the college with responsibility for performance resting with the college. The advantage to offering consulting services, according to the college, goes beyond the direct assistance provided to a business. It benefits the college by putting faculty in direct contact with the business world, stimulating them to use their expertise in different situations, and updating their knowledge and skills.

Barriers to Better Service

While college economic development personnel cited unique local issues that sometimes raised barriers to their efforts in providing programs and services, many problems were common to several of the colleges. Some coordinators pointed to limited staff as the major restriction to increasing economic development services. This is often related to college priorities.

Most colleges that have been working with business and industry have found there is little time for contacting businesses which have not been served previously by the college. A majority of the colleges indicated that most of their contract work comes from companies who contact the college. These companies are usually "return customers" or are informed about the college program by word-of-mouth. Carolyn Smith (Howard Community College) says that much of her time is absorbed by taking care of the logistics of offering courses which "doesn't leave much time for marketing."

Several college representatives referred to problems in their efforts to serve small businesses. Diane Lyon (Prince George's Community College) said serving small

businesses was part of the college's mission. She added that although "offering courses to small businesses is difficult and initially not cost-effective, it is worth the effort." "Eventually," she said, "word gets around" about the quality and range of courses offered by the college.

Recently, Frederick Community College conducted a needs survey among companies in Frederick County, many considered small businesses. The survey instrument was easier to develop than the mailing list. The college finally turned to the telephone yellow pages, taking a sample from each page to come up with a reasonably good cross section of local businesses.

Communication with area businesses was cited as a problem by many of the colleges. Ralph H. Jordan, Jr. (Harford Community College) said ignorance of the college's potential was a major stumbling block to providing economic development services: "people just don't know about it (the college)."

Finally, some college representatives believed that there is still an image problem despite the strong track record of most of the colleges. Joseph Shields (Prince George's Community College) said a major function of his staff is "to train the training officers." "When businesses finally have some experience with the college," he added, "then we have them on board."

Opportunities for Better Service

Most colleges have found that the image problem dissipates after a firm does business with the college. Colleges reported little competition from other educational institutions and private vendors for the services they offer. Gita Larson (Montgomery College) noted that although the Montgomery County area offered considerable competition from private consultants, companies often preferred to work with the college. For this reason, competition does not affect the college. "We have so much work, we cannot keep up with it," she added. Ms. Larson said limitations on services the college can provide has led her office into the unique area of brokering. She is often able to put a company the college cannot serve in contact with a private firm or institution that can provide the needed training or consulting.

Another factor cited by many colleges as a strength of their economic development services is the quality of the faculty. Ms. Larson said that a large part of her job is finding people to teach business related courses. She has discovered, however, that highly qualified consultants and teachers will work for the college for much less money than they charge on the open market.

Joseph Shields has learned that the proximity of Prince George's Community College to the Baltimore-Washington area makes it much easier to find qualified faculty. He said that this factor also helps the college respond very quickly to a request.

Another advantage community colleges offer local businesses is on-site training. This enables employees to use actual equipment they will encounter on the job, reduces transportation costs, and allows the college to offer more courses and serve more people. The seventeen colleges reported that over 300 business sites were

used for business and industry credit and noncredit courses in FY 1984. (Table 3) An additional 80 off-campus sites were used by the colleges for business and industry open enrollment courses.

Lynn Sheppard (Anne Arundel Community College) believes that a strong evaluation system insures a high level of instruction. "I firmly believe one bad apple can ruin things for us." Anne Arundel, like many of the other Maryland community colleges, uses student evaluations of every economic development related course "to get input about the instructor and how well objectives were met," said Ms. Sheppard.

Most colleges indicated they have assembled a pool of instructors that are reliable and knowledgeable in their fields. Few colleges, however, make extensive use of full-time college faculty. One economic development coordinator, noting that faculty often are not supportive, said, "They are locked in their schedules and three-hour courses." In addition, some full-time faculty are not current in their fields, a critical factor in dealing with businesses.

Unique Services

Many of the community colleges in Maryland are providing one-of-a-kind services to the businesses in their communities, occasionally involving an exciting instructor or a new technology. Sometimes the colleges work with other economic development agencies in recruiting and retention efforts. An example of a unique relationship between a college and a business is Prince George's Community College and Digital Equipment Corporation.

The corporation had previously met training needs by sending personnel out-of-state to corporate headquarters. "Because the firm had no experience in training on a local level," she said, "it was reluctant to work with the college." To encourage the firm to participate in its programs, the college applied for a business/industry training project grant from the State Department of Education, Division of Vocational-Technical Education. The grant provided seed money for colleges developing vocational education initiatives. With funds from the grant, Prince George's Community College designed specific training for Digital's regional unit managers in generic and specific management skills. "Digital opened the doors to us when we came with this money," Mary Ellen Kiss said, "even though they weren't sure we could do what we said we could do." After the initial contact, the college began providing a range of courses for all types of personnel.

In addition, the college worked with local and corporate officials of Digital Corporation in arranging equipment donations and discounts on word processing equipment. The relationship between college and corporation led to a new associate in arts degree program in computer technology. Other colleges also have reported that partnerships with companies and other educational and economic development agencies have led to returns that far outweigh initial investments.

Anne Arundel Community College has found it pays to give a professional image to business clients. "We try to give the same services businesses receive from consultants," Lynn Sheppard said. The college has reserved two rooms at their Glen Burnie branch, located in a county office building, for contract training. The rooms are

Table 3

OFF-CAMPUS SITES
USED FOR BUSINESS AND INDUSTRY COURSES
AT MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

<u>College</u>	<u>Sites at Local Businesses</u>	<u>Total Off-Campus Sites</u>
Allegany	13	15
Anne Arundel	4	27
Baltimore	-	-
Catonsville	175	178
Cecil	2	2
Charles	5	5
Chesapeake	3	4
Dundalk	3	5
Essex	10	20
Frederick	8	12
Garrett	1	2
Hagerstown	7	10
Harford	2	8
Howard	25	25
Montgomery	14	15
Prince George's	12	20
Wor-Wic Tech	<u>20</u>	<u>35</u>
TOTAL	304	383

carpeted and furnished with conference tables and comfortable arm chairs. Coffee and donuts are available and meals can be catered. Companies now request these facilities and will adjust class schedules to use the rooms.

Flexibility, experience, and low cost of community colleges have resulted in many unique relationships with businesses across the State. These relationships have led to innovative training, new educational opportunities for local residents, equipment loans and donations to colleges, and an infusion of new energy into both the colleges and the businesses they serve.

PARTICIPANTS AND BUSINESSES SERVED

Most of the economic development activities of the community colleges are centered around credit and noncredit courses. Because noncredit courses offer more flexibility and fast start-ups, especially for specialized contract training, colleges depend more heavily on noncredit courses for economic development. However, the diversity of credit programs, especially in career areas, gives employees the opportunity to upgrade skills and earn college credits.

Credit Courses and Programs

Fifteen of the seventeen Maryland community colleges reported economic development activity in their credit programs. (Table 4) Eleven colleges reported that one or more credit program or program option was developed specifically for new or existing businesses in their service area in the last five years.

In FY 1984, the colleges estimated that 112 associate in arts degrees were awarded and 103 certificates were conferred in credit programs developed specifically for businesses. The estimated enrollment in these programs in FY 1984 was almost 3,000. Two colleges indicated that 54 letters of recognition were issued for clusters of credit courses with less than 11 hours.

Colleges also contracted with businesses for credit courses. Statewide registrations in these courses in FY 1984, which included employer-paid and employee-reimbursed agreements, totaled 915. Not included in these figures are many employees, especially from small business firms, enrolled in general business related credit courses.

Colleges worked with both individual businesses and trade groups in developing credit programs. Allegany Community College, for example, developed a finance associate program for local area banks, credit unions, and savings and loan associations. The college also began a program in retail management for local retail stores. While Catonsville Community College has not developed programs for specific businesses, they have modified technical courses to fit specific needs of Westinghouse, Koppers, and Martin Marietta.

Cecil Community College worked with the FairHill Corporation to begin a program in equine science. The college also began an electricity apprenticeship program in conjunction with the Cecil County Electrical Contractors. Training needs of Automated Graphics, Inc. in Charles County encouraged Charles County Community College to develop a printing program; and Aircraftsman, Inc. worked with Chesapeake College to start a program in aviation technology.

Table 4
ECONOMIC DEVELOPMENT CREDIT PROGRAMS
AT MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	No. of Programs ^a	Programs Developed for Businesses			Letters of Recognition Issued	No. of Registrants in Contract Credit Courses
		AA Degrees Awarded	Certificates Conferred	Estimated Enrollment		
Allegany	2	1	3	62	-	107
Anne Arundel	7	88	85	1,809	-	68
Baltimore	-	-	-	-	-	-
Catonsville	5	108	150	715	-	133
Cecil	2	-	4	17	-	-
Charles	2	-	-	-	-	155
Chesapeake	1	-	-	-	-	-
Dundalk	5	-	-	-	50	50
Essex	-	-	-	-	-	16
Frederick	4	10	-	52	-	-
Garrett	-	-	-	-	-	45
Hagerstown	-	-	-	-	4	12
Harford	2	-	-	-	-	-
Howard	4	11	10	65	-	92
Montgomery	1	-	1	19	-	144
Prince George's	-	-	-	-	-	93
Wor-Wic Tech	2	2	-	195	-	-
TOTAL	37	220	253	2,934	54	915

^a Developed within the past five years.

AA - Associate in Arts

The colleges provided a variety of credit courses for local firms on a contract basis. Prince George's Community College, for example, taught courses in computers and information processing for General Electric Company. Montgomery College provided a course in English grammar to Computer Sciences Corporation and an accounting course to General Business Services. A cluster of courses, including public speaking, psychology, business math, personnel management, and data processing, was offered by Howard Community College for General Electric employees. The college has an arrangement with General Electric to offer credit courses at the plant site, leading to an associate degree.

Noncredit Courses

As noted earlier, all seventeen Maryland community colleges offer business-related courses through general noncredit courses which are open to anyone in the community. Small business owners and their employees often take advantage of these courses since contract courses usually require a minimum of ten participants. Employers often reimburse tuition for employees successfully completing courses, as well as providing time off from work. The larger colleges, which offer many different business related noncredit courses, were unable to estimate the number of registrants from local businesses taking open enrollment or general noncredit courses. Anne Arundel Community College estimated that several thousand employees took open enrollment noncredit courses in FY 1984. Smaller colleges, such as Wor-Wic Tech Community College, use data from open enrollment courses in their marketing efforts. Wor-Wic Tech, which does not offer contract training, was able to provide fairly precise data on general continuing education courses.

A major thrust of most colleges' economic development initiative is in the area of contract training. As described earlier, contract training involves custom designing a course or group of courses to meet an employer's specific needs. Courses may be designed for a specific company or a group of firms with similar products, such as the floristry industry.

Table 5 summarizes college activity in contract noncredit courses in FY 1984. Some data, as noted, include open enrollment courses. Sixteen of the seventeen community colleges were involved in providing noncredit training to employees. Participation ranged from a high of over 3,000 registrants at Dundalk Community College to less than 40 at Harford Community College during FY 1984.

Almost 14,000 registrants enrolled in 266 noncredit courses that met guidelines for State funding. Another 1,100 registrants were enrolled in ten workshops and seminars that were not eligible for State funding. The total number of registrants for FY 1984 was almost 15,000, while the number of courses and seminars numbered 275.

The types of courses taught by the colleges ranged from management to highly technical. For example, Hagerstown Junior College taught a course in customer relations to employees from Tastee-Freeze. The college also offered a course in listening at Digital Electronics Corporation and another course in diesel mechanics to Potomac Edison Company employees.

Frederick worked with employees of Avermco Insurance Company in grammar and effective business writing. Essex Community College offered a series of courses to

Table 5

CONTRACT NONCREDIT COURSES OFFERED
AT MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	Noncredit Courses ^a		Seminars/Workshops ^b		Total Registrations
	No. of Courses ^c	No. of Registrations	No. of Seminars/Workshops	No. of Registrations	
Allegany	10	141 ^d	2	72	213
Anne Arundel	21	2,347	-	-	2,347
Baltimore	3	45	-	-	45
Catonsville	38	2,175	3	255	2,430
Cecil	18 ^d	322 ^d	-	-	322
Charles	3	163	-	-	163
Chesapeake	4	62	2	335	397
Dundalk	14	3,119	-	-	3,119
Essex	10	2,669	-	-	2,669
Frederick	15	422	-	-	422
Garrett	-	-	-	-	-
Hagerstown	7	156	2	277	433
Harford	2	39	-	-	39
Howard	9	280	1	8	288
Montgomery	18	550	-	-	550
Prince George's	36	1,141 ^d	1	182	1,323
Wor-Wic Tech	58 ^d	245 ^d	-	-	245
TOTAL	266	13,876	11	1,129	15,005

NOTE: Except as noted, figures represent contractual courses designed for specific businesses.

^a Eligible for State funding.

^b Not eligible for State funding.

^c Includes some groupings of courses.

^d Includes open enrollment courses.

2,500 General Motors Corporation employees getting ready to work in a retooled plant producing a new line of mini-vans. Dundalk Community College offered a group of courses at Bethlehem Steel Corporation, including computer skills and welder training. A partial list of firms recently served by the State's seventeen community colleges is included in Table 6.

COMMUNICATION

An important aspect of a college's success in economic development is its ability to work with local economic development agencies as well as its success in communicating with the local business community.

Interaction with Economic Development Agencies

Community colleges in Maryland work with both governmental and private sector economic development agencies in business retention and recruitment activities. Many of these agencies have recognized the important contributions the colleges can make in providing training and education. In many communities, the community college is an important contributor to the quality of life.

All of the colleges indicated they were represented on their local chamber of commerce. (Table 7) In some instances the college is represented by more than one person, such as the president and the economic development coordinator. At Howard Community College, the president has served as an officer of the local chamber. Almost all of the colleges, fifteen of seventeen, are represented on the federally established Private Industry Councils (PICs). Several colleges have used these experiences to secure funding for training the unemployed in their communities. Ten of seventeen colleges are members of local economic development councils.

The colleges indicated that they met with local chambers of commerce and PIC officials in addition to the regularly scheduled meetings. Meetings with local economic development councils and their staffs occurred with much less frequency. Eleven of the colleges said they met about three times a year with local economic development agencies outside regularly scheduled council meetings.

Five of the colleges indicated they were represented on local service and business organizations, and three community colleges were members of local education consortiums. Four other colleges reported membership on local organizations with economic development interests. (Table 7)

Although strong relationships between colleges and economic development agencies were reported at many colleges, some college coordinators indicated they had limited involvement with local agencies. One college coordinator said local economic development officials "don't consider human resource development to be very important" in retention and recruitment of new business and industry. Another coordinator reported a hesitancy of local economic development agencies to share information with the college. "They prefer to work in secrecy," the coordinator said, "but they need to know more about us and what we can do for them." Another coordinator from a suburban college said the local economic development agency "knows we are here, but never uses us." The coordinator added, "I'm not sure they know what we already do."

Table 6

PARTIAL LISTING OF BUSINESSES AND INDUSTRIES RECENTLY SERVED
BY MARYLAND COMMUNITY COLLEGESAllegany Community College

Allegany Ballistics Laboratory
Biederlack Blankets, Inc.
Westvaco
C & P Telephone Company
Arthur Treacher's Fish and Chips
Potomac Edison Company
Kelly Springfield Tire Company
Mattingly Builders
New Dominion, Inc.

Anne Arundel Community College

Westinghouse Electric Corporation
Honeywell, Inc.
American Association of Business Women
Gould, Inc., Electronic Defense Center
Associated Builders and Contractors, Inc.

Community College of Baltimore

Mano-Type Composition Company

Catonsville Community College

Westinghouse Electric Corporation
Martin Marietta Corporation
Koppers Company, Inc.
C & P Telephone Company
Laser Applications, Inc.
Baltimore Gas & Electric Company
AT&T Network Systems

Cecil Community College

FairHill Corporation
Cecil County Electrical Contractors
Maryland Rail Car Corporation
Boulden Trucking Company

Charles County Community College

Automated Graphics, Inc.
Ingalls Steel-Maryland
Baltimore Gas & Electric Company
Charles County Chamber of Commerce

Chesapeake College

Black & Decker Corporation
Aircraftsman, Inc.
AirPax
Union Trust Company

Dundalk Community College

Bethlehem Steel Corporation
W. R. Grace & Company
Eastern Stainless Steel Company
Armco
Lever Brothers Company
General Motors Corporation

Essex Community College

Martin Marietta Corporation
Sunpapers
Western Electric Company, Inc.
Martin's Caterers Go On Location
T. Rowe Price
Proctor and Gamble Company
Maryland Casualty Company
General Motors Corporation

Frederick Community College

Eastalco Aluminum Company
Frederick Electronics Corporation
Digital Systems Corporation
Airpax
Averco Insurance Company
Safeway Stores, Inc.

Garrett Community College

Bausch and Lomb, Inc.

Hagerstown Junior College

High's Dairy Stores
Review and Herald Publishing Company
Digital Electronics Corporation
Central Chemical Corporation
Doubleday and Company, Inc.
Hall's Motor Transit Company
Mack Trucks, Inc.
Maryland General Insurance Agency, Inc.
Pangborn Division-The Carborundum Company
Pentamotion Enterprises, Inc.
Potomac Edison Company
Tastee-Freeze

Harford Community College

Hazleton Systems, Inc.
Cello Chemical Corporation
Baycraft Fiberglass Engineering Company

Howard Community College

General Electric Company
American Hospital Supply Corporation
W. R. Grace & Company
Baltimore Aircoil Company, Inc.
Columbia Association
Subaru Atlantic, Inc.
Bendix Field Engineering Corporation

Montgomery College

Computer Sciences Corporation
General Business Services
Giant Food, Inc.
Safeway Stores, Inc.
Bechtel Power Corporation
IBM Corporation
Carey Winston Company
Watkins-Johnson Company
Solarex Corporation
General Electric Information Services Company

Prince George's Community College

Rouse and Associates
General Electric Company
Digital Equipment Corporation
Dover Elevator Corporation
Duron Paint Manufacturing Company
David Sloane, Inc.
Safeway Stores, Inc.
A. L. Williams Company

Wor-Wic Tech Community College

C & P Telephone Company
Airpax
Eastern Air Control, Inc.
Peninsula Press
Perdue, Inc.
MAC, Inc.

Table 7

MARYLAND COMMUNITY COLLEGE INTERACTION
WITH LOCAL ECONOMIC DEVELOPMENT AGENCIES
FISCAL YEAR 1984

College	College represented on:			
	Private Industry Council	Local Chamber of Commerce	Local Economic Development Council	Other
Allegany	X	X		X ^{a,b}
Anne Arundel	X	X	X	
Baltimore		X		
Catonsville	X	X	X	X ^{a,b}
Cecil	X	X		X ^d
Charles	X	X		X ^g
Chesapeake	X	X	X	
Dundalk	X	X	X	
Essex	X	X		
Frederick	X	X	X	
Garrett	X	X	X	X ^b
Hagerstown	X	X	X	X ^c
Harford	X	X	X	X ^c
Howard	X	X	X	X ^a
Montgomery	X	X		X ^{c,d}
Prince George's	X	X	X	X ^f
Wor-Wic Tech		X		X ^a

- a Local business organization.
 b Local service organization.
 c Local education consortium.
 d Task Force to Study Newly Unemployed (Montgomery County).
 e Local tourism council.
 f Board of Trade.
 g Regional economic development agency.

Montgomery College is building relationships with local economic development agencies. The agencies are now aware of the college's services and receive all the literature about the college's economic development activities.

The county economic development official often calls Harford Community College about specific training needed by a business or asks the college to contact the business about training needs. The college is included in recruitment efforts, and business representatives considering the county as a potential site are often given a tour of the campus.

At Howard Community College, local economic development officials have been very important in helping the college keep up with the area's rapid expansion. The college's business related newsletter is included in the county's business recruitment packet, and the local agency is well aware of services the college can provide. In addition, the college works closely with the local chamber of commerce, using the chamber's newsletter to promote courses. The college has a reciprocal agreement with the chamber, which allows the college to distribute information about its services to chamber members and the chamber to discuss its services with employers and employees enrolled in business and industry courses.

Prince George's Community College has developed a close relationship with the local chamber of commerce. The chamber, for example, distributes college literature to its membership. In addition, college and chamber staffs had a two-day retreat to give staff a better understanding of each organization. The college also is working with the local Private Industry Council, county economic development officials, and the chamber of commerce in developing a business and industry service center. The center may eventually include an enterprise center, conference center, technical assistance services, a local studies and resource center, and training institutes.

An in-depth study of linkages among State and local employment agencies, economic development agencies, and community colleges is being conducted by the Governor's Employment and Training Council. The Council is looking at the relationship between economic development and training from several perspectives.

Interaction with Business and Industry

Community colleges use many different mechanisms to communicate with the local business and industry community. Some colleges have well defined marketing strategies while others depend on word-of-mouth referrals.

Montgomery College has changed the emphasis in its marketing approach by coordinating efforts in the credit and noncredit areas. A marketing strategy was developed and a marketing coordinator was appointed to help the college better serve the community.

Although most colleges do not have formal marketing plans, they often use similar techniques to let the business community know the services available. Thirteen of the colleges inform the business community about their services through presentations at local business and service organization meetings. (Table 8) In addition, ten

Table 8

TYPES OF CONTACTS MADE WITH LOCAL BUSINESSES
BY MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	Needs/ Employ- ment Surveys	News- letters	Course Schedules	Special Mailings	Presentations to Local Business/ Service Organizations	Attendance at Meetings of Local Business/ Service Organizations	Invita- tions* to Campus	Tours/ Visits to Local Businesses	Free Seminars for Business Community	Career Program Advisory Committees	Curricu- lum Develop- ment	Cooperative Education Agreements	Faculty Sabbaticals to Local Businesses
Allegany	X		X	X	X	X	X			X	X		
Anne Arundel	X		X	X	X	X	X	X		X	X	X	
Baltimore	X			X									
Catonsville		X	X	X	X	X	X	X		X	X	X	X
Cecil													
Charles	X				X	X							
Chesapeake	X			X	X	X	X						
Dundalk			X		X	X	X	X		X			
Essex										X			
Frederick			X	X	X							X	
Garrett													
Hagerstown	X		X	X	X	X		X		X			
Harford	X	X	X	X	X	X	X		X	X			
Howard		X			X	X	X			X		X	X
Montgomery	X	X	X	X	X	X	X	X		X	X		
Prince George's	X	X	X		X				X	X		X	
Wor-Wic Tech	X			X	X					X	X		

* Includes single invitations and breakfast/dinner meetings with business leaders.

colleges regularly send representatives to these meetings. Eleven colleges make use of the advisory committees that work with each of the college career credit programs to inform business people about other opportunities at the college. Colleges also make business contacts through curriculum development advisory groups and cooperative education agreements.

Ten colleges sent needs or employment surveys to local businesses in FY 1984 to learn what kind of college provided services were needed. While Frederick Community College is using the results of a recent needs survey for course design, the college believed of greater importance was the public relations value of the survey.

Five colleges regularly send newsletters to the business community. Howard Community College sends its newsletters three times a year. Each letter has a tear-off coupon businesses can return to the college requesting additional information or course enrollment. Although Essex Community College does not have a regular newsletter, Bert Cooperstein has compiled a packet of information for businesses requesting contract training. "I put a system together that will work if I am not here," he said, "to provide some consistency."

Ten colleges have special mailings targeted at different business groups. These brochures are usually limited to one or two courses designed for a special group, such as realtors.

Five colleges indicated they make regular visits to local businesses and eight said the college often invited individual business people or groups of business people to visit the campus for tours or breakfast and dinner meetings. Howard Community College recently invited community business leaders to have breakfast with the president and members of the college's board of trustees. This gave the college the opportunity to describe their business related services and enlist the support of important community leaders. Several of these business leaders now serve on an advisory committee to the college. "When they come to the semiannual meetings," said Carolyn Smith, "they have constructive comments." In addition, ad hoc groups help college staff design new courses. They not only have suggestions about what to offer but often can recommend good instructors and are helpful in critiquing publications.

Two colleges have used free seminars to introduce services to the business community. The lunchtime seminars at Prince George's Community College were described earlier. Similarly, Harford Community College used a series of free workshops to introduce small business owners to training opportunities at the college.

Another innovative way colleges have promoted their economic development activities is through faculty sabbaticals to local businesses. Hagerstown Junior College has found it productive to "trade" personnel with Mack Trucks, Inc. The college has loaned instructors to teach courses for Mack Trucks in academic areas, such as engineering and physics. In return the company has provided personnel to teach technical courses. Michael Scheerer, Training Officer for Mack Trucks, finds the faculty exchange program to be a real advantage for his company. "The college gives us 45 hours of one of their instructors for 45 hours of one of our instructors," he said. "The faculty gets to brush shoulders with the 'real world' and gets some exposure to labor relations," he added. Mack Trucks, meanwhile, gets the benefits of the college instructor's expertise.

Over the years, Hagerstown Junior College has built a strong relationship with Mack Trucks, Inc. Mr. Sheerer said the college "offers us everything we ask for." He believes the college is an important institution in the lives of the firm's employees. He noted that technical workers go to the college for education that makes their lives better. He also believes the company's use of credit courses in its training program may push some employees "over the edge to get their degrees." Mr. Scheerer said, "We don't have to sell our employees on attending the college." He summed up his feelings about Hagerstown Junior College by saying, "It's no secret that it is a good college: I can't say too much good about it. They (college personnel) are willing to try anything that is reasonable; they work hard on being responsive."

Similar success stories can be found at other Maryland community colleges. When Jerry Davis, President of Baycraft Fiberglass Engineering Company, needed specialized training for some new employees, he contacted the Maryland Industrial Training Council for advice. They suggested he get in touch with his local community college. Working with an advisory committee, Harford Community College designed an 80-hour training program that would train people for similar engineering firms. Also involved in this project was the local Private Industry Council which screened applicants for the program and paid for training of about half of the participants.

Mr. Davis has found Harford Community College to be very helpful in designing and offering this training program. He said that college personnel are "very personable people . . . they go out of their way to be helpful." He feels the college is a real asset to the community because of its willingness to work with small businesses. "The college finds out what programs can be used by small business and then provides them," he said. Mr. Davis said he would recommend Harford Community College to his business colleagues.

Harvey Caras, Manager of Employee and Community Relations of the General Electric Major Appliance Business Group, has found good reasons to recommend the local community college to business colleagues. He said Howard Community College offers convenient training that is "easily available, reasonably priced, with good results." The college is now offering an on-site associate in arts degree program for General Electric employees supplemented with custom designed management courses. The associate program served as a lever for additional training opportunities for the college. "The on-site program gave us confidence to go on to do other things," said Mr. Caras.

Mr. Caras described his relationship with the college as "excellent . . . from the president on down." He has found the quality of training offered by the college "sometimes surpasses our expectations." He particularly emphasized the excellent teaching. He believes employees are satisfied with the college coursework.

The quality of the business and industry services of the colleges is the best calling card as the colleges expand more and more into this area. Dealing with the business world demands different techniques and new marketing approaches. John Ziegler, a faculty member at Hagerstown Junior College, said, "We have a tendency to say, 'What do you want?'" "But often," he added, "companies don't really know what training they need. Colleges must develop the expertise to contemplate needs and design courses and services to meet those needs. In the future, colleges will have to do more than simply publish lists of courses."

TRAINING FOR THE UNEMPLOYED

The final economic development activity undertaken by Maryland's community colleges is training for the unemployed. The majority of the colleges' involvement is through the federally funded Job Training Partnership Act (JTPA). Colleges primarily receive JTPA funding from two sources. The State Board for Community Colleges distributes a portion of the State's allotted JTPA Education Coordination and Grants funds to the colleges. Colleges also can receive JTPA funds from local Private Industry Councils. Earlier an example of JTPA funding provided from a local PIC was described for a training program at Harford Community College.

In FY 1984, the seventeen community colleges served more than 1,300 citizens through JTPA programs administered by the State Board for Community Colleges and other agencies. (Table 9) Only two colleges were not involved in federally funded unemployment training.

The JTPA funds offer colleges a new way to reach students who might not otherwise attend a community college. The funding mechanism can be useful in providing new and existing industry with low cost training.

Table 9

MARYLAND COMMUNITY COLLEGE INVOLVEMENT
IN THE JOB TRAINING PARTNERSHIP ACT (JTPA)
FISCAL YEAR 1984

College	JTPA Administered by SBCC		JTPA Administered by Other Agencies	
	No. of Participants	No. of Registrants	No. of Participants	No. of Registrants
Allegany	15	15	-	164
Anne Arundel	-	-	-	-
Baltimore	62	652	-	-
Catonsville	-	-	370	370
Cecil	50	85	-	-
Charles	54	54	-	-
Chesapeake	12	12	30	120
Dundalk	60	95	-	-
Essex	47	156	-	-
Frederick	180	180	20	120
Garrett	-	-	-	-
Hagerstown	11	54	-	-
Harford	40	42	-	-
Howard	21	21	8	40
Montgomery	76	76	20	20
Prince George's	159	443	80	80
Wor-Wic Tech	33	61	-	-
TOTAL	820	1,946	528	914

CHAPTER THREE

ECONOMIC DEVELOPMENT ACTIVITIES OF COMMUNITY COLLEGES IN OTHER STATES

The level of involvement of community colleges in economic development across the nation is as diverse as the regions in which the colleges are located. Many factors come into play in considering differences among the states, including economic health, climate, and aggressiveness. The factor that most strongly influences patterns of college involvement in economic development appears to be community college governance.

This chapter summarizes information on organizational patterns which appear to affect community college involvement in statewide economic development initiatives. Programs and services are also described, including state support of contract courses, small business assistance, international trade, serving the unemployed, equipment funding, business centers, contract procurement, faculty leaves, and economic development associations. The chapter concludes with an examination of proposed strategies to increase the productive use of community colleges in economic development.

OVERVIEW OF ORGANIZATIONAL DIFFERENCES

Community colleges across the nation generally fall into two governing structures: state and local. States with strong state governance are state funded and controlled with community input provided by local advisory boards. Locally governed systems, such as Maryland, usually have some state funding and differing levels of state coordination.

Strong State Systems

The state that offers one of the best examples of a strong economic development program in a state controlled system is North Carolina. North Carolina was one of the first states in the nation to base its industrial development program, including an industrial training program, on the two-year college system. The main thrust of the program was to provide start-up training for new and expanding businesses. Over 1,300 companies have been served since the program's inception in the 1950s.

The Industrial Services Division of the State Board for Community Colleges in North Carolina works with the state's department of commerce in selling the state to relocation prospects. The division employs seven full-time regional training specialists who, with college representatives, meet with company officials to assess training needs and to design programs to meet those needs. Training is usually conducted on-site with the college administering the program. The state trains the instructors and pays for salaries, travel, materials, and additional facilities, if necessary.

In addition to the ongoing use of community colleges as a major tool in its economic development strategy, North Carolina has implemented supplemental programs as needed. Recognizing the importance of the colleges in the state's program of

economic development, the North Carolina legislature recently appropriated special funds for:

- o Updating technical training equipment;
- o Prefunding priority programs;
- o Establishing cooperative skills training centers for in-plant training;
- o Providing leaves with pay for technical faculty to return to industry to upgrade training. (17)

Economic development experts have attributed the state's success in achieving balanced growth and in diversifying the economy to the effective use of the state's community and technical colleges. (14) Robert W. Scott, State President of the North Carolina Department of Community Colleges, said, "We are able to say to industry, 'when you open your doors for production, our community college system will have people trained to your specifications, ready for employment' . . . it is a promise industry knows will be kept." (11)

In South Carolina, the sixteen colleges in the technical education system had their beginnings in an early 1960s' legislative report and legislation to meet the training needs of the state's businesses. The system was envisioned as a partnership between "the statehouse, the courthouse, the schoolhouse, and industry." The resulting special school program was designed to train the initial work force for new and expanding industries at no cost to the industry. Since the colleges were established, the state estimates that industries in South Carolina have made investments of \$17.6 billion, creating 330,000 new jobs. (14)

In 1980 a new initiative came out of the legislature which provided \$375,000 for a "Design for the '80s." The result was six innovative technical resource centers located on technical college campuses. Their mission was to address key disciplines identified by the state as growth areas. State economic development specialists are looking to the two-year colleges to provide a solid supply of trained technicians for new businesses and industries. (14)

Other community college systems with state governance have varying degrees of involvement in economic development initiatives. The two states highlighted have combined effective use of human resources with other development advantages, such as climate and favorable tax structures, to make their region attractive to many businesses.

Local Governance Systems

Many community college systems across the nation are coordinated at the state level similar to Maryland. State economic development initiatives that involve locally governed two-year colleges often reflect the importance state legislatures place on economic development, as well as the relationship of the colleges with state level commerce departments.

The involvement of Florida's community colleges in economic development is similar to that of many locally governed community college systems, including Maryland. The following description of economic development activities of Florida's two-year colleges is often repeated in other states:

- o Most colleges have given a high ranking administrator the responsibility of economic development. The dean for vocational or career education was most often selected although deans or directors of continuing education were also designated to coordinate economic development activities.
- o At most colleges the president is a member of the local chamber of commerce.
- o Close ties are maintained with the state division of vocational education and local business and industry through program advisory committees.
- o Several colleges published brochures outlining their programs and their ability to custom design courses to meet specialized needs.
- o Almost all colleges offer placement services and training programs for area industries.
- o Many training programs for businesses are conducted on-site.
- o Small business development centers are located on a few campuses.
- o Some colleges have created a full-time position of coordinator of business and industry with the sole responsibility of liaison between the college and governmental agencies and businesses and industries.
- o Services the colleges offer include needs assessment studies, market analysis, wage and salary surveys, and consulting.
- o Some colleges are active in recruitment of new industries. This includes meeting with prospective industries, as well as providing personnel and materials for regional recruiting teams. (23)

As part of its economic development program, Florida also established a Bureau of Area Development within the state's commerce department to serve as the center for regional planning and the contact point for education and government. The regional offices of the bureau assist existing industries with expansion while a statewide office in the capital attempts to bring new industries into the state. This two-tiered approach to industry recruitment and development has become a national prototype.

The Industry Services Training Section of the Division of Vocational Education works with the Florida Bureau of Area Development in coordinating business, education, and government. After the Department of Commerce has contacted an industry, the training section identifies manpower requirements. Potential employees are recruited with the assistance of the State Employment Service and customized training programs are created, often in conjunction with a community college or technical center. Funding comes from special legislative appropriations and federal vocational grants. (23)

Like Maryland, responsibilities for economic development in Illinois are fragmented. The state's leading economic development agency is the Department of Commerce and Community Affairs which is responsible for statewide industrial promotion, the Job Training Partnership Act (JTPA), small business programs, federal contract procurement, and administration of a portion of federal housing monies. Unlike Maryland, the Illinois community colleges have become the focal point of many economic development programs initiated by the state department of commerce. In addition, the colleges received a new annual appropriation of \$2.5 million for special economic development projects in 1984 to develop or expand contractual training or business assistance centers. (14)

Illinois also adopted a set of priorities and strategies for a five-year economic development plan that included the state's thirty-nine community colleges. In the Action Plan for 1985-1990, several statewide action strategies speak directly to the role of community colleges:

- o To meet the objective of facilitating the creation of new business, the state calls for the expansion of the number of entrepreneurial and small business degree programs offered through the community colleges and universities.
- o To meet the objective of assisting small businesses, the state calls for helping small businesses attract additional funding through procurement assistance centers, many of which are located at community colleges, and for using regional small business development centers to assist an additional 10,000 small businesses with management problems.
- o To meet the objective of promoting better coordination among the state education, commerce, industry, and labor communities, the state hopes to implement legislation to enable community colleges to raise capital to provide new or expanding businesses with customized training programs.

Other objectives and strategies also involve community colleges indirectly, especially in the areas of vocational education and training for the unemployed. (12)

Ohio has been facing some of the same economic problems as Maryland. The state has obsolescent plants, declining manufacturing jobs, and, unlike Maryland, a lack of high-technology industries. The state is also experiencing out-migration of workers to the Sunbelt region. The state has addressed these concerns by establishing the Ohio Technology Transfer Organization. The purpose of the organization is to set up a network of community and technical colleges in cooperation with Ohio State University to provide technical assistance, information, and training to Ohio businesses.

Similar to Maryland, Ohio's two-year colleges are well suited for technology training. The campuses are well distributed throughout the state and have a service orientation as well as a local constituency. Every college has a separate advisory committee for each technical program with members drawn from local businesses. In conjunction with the Technology Transfer Organization, every college employs a full-

time technology transfer agent. The Transfer Organization is funded by business and industry, local foundations, and state and federal agencies.

Ohio also has twenty-three regional groupings of secondary schools, community colleges, vocational-technical centers, and university branches to respond to start-up training needs. Each region has a director who serves as a broker of training programs and other resources for new and expanding businesses. While the program is coordinated at the state level, direct services are provided locally by community colleges and other educational institutions. (14)

New York community colleges have been thwarted in their efforts to provide economic development services by a state regulation that prohibits colleges from receiving any state assistance for courses provided for specific groups and not open to the public. Similar to Maryland, community colleges in New York receive about one-third of their funding from three sources: the state, students, and local jurisdictions.

To encourage greater participation of community colleges in economic development activities, the state legislature allowed specific training for local businesses to be used in the funding formula. The legislation initially was approved on an experimental basis with a \$3 million cap on expenditures for three years. The legislature has now extended the program another year with a budget of \$1.5 million. (17)

PROGRAMS AND SERVICES

Nationally, community colleges provide a wide array of services to business and industry. Services include custom designed courses, assistance to small business, centers for international trade, training for the unemployed, funding for equipment, and contract procurement assistance.

State Support of Custom Designed Courses

States have devised unique methods to fund custom designed or contract courses for local business and industry. Often a funding mechanism is a way to target funds in response to a training need.

North Carolina uses three methods to target monies for specific needs. In 1981, the state established a network of cooperative skills training centers for local institutions and industries to determine local training needs and the instructional programs needed to respond to those needs. The main targets of these centers were production and manufacturing industries. These methods were particularly helpful for existing industries that needed skill training for a small group of workers. (4)

The legislature appropriated funds to colleges that met certain criteria. During the first year, 182 different industries received training through eight college centers. More than 160 courses were provided with an enrollment of over 1,600 employees. A major benefit to the centers is the lack of constraint of a funding formula, allowing colleges to offer customized courses to small groups.

Programs identified as high cost, state priority, or critical need were funded by North Carolina under a special state priority program. Special funds were

earmarked for enriching and upgrading existing programs as well as developing new programs in priority areas. The state legislature allocated \$1.2 million for FY 1982 and FY 1983 for equipment and operating costs. The state department for community colleges approved about \$42,000 per program per year for each of thirty programs.

The new and expanding industry training is offered by North Carolina colleges at little or no cost to industries. The goal of the program is to provide workers trained to company specifications, ready for employment when an industry opens its doors for production. The colleges view this as one of their major responsibilities.

All training programs are administered by local institutions serving the area in which the business is located. The Industry Services Division of the North Carolina Department of Community Colleges helps local institutions design and operate customized training programs for new and expanding industry. The division is financed solely by the state. The state also pays the salaries of all instructors in the program, which is available to any firm creating a minimum of twelve new production jobs in North Carolina and to any new or prospective employee referred for training by a participating company. (17)

Colorado has been making a concerted effort to link its tremendous economic growth to providing maximum benefits to its residents. "Colorado FIRST," an acronym for Flexible Industry Related Start-Up Training program, works through the vocational education system to provide new industry with related skill training. FIRST contracts with community colleges, vocational-technical centers, and alternative training deliverers. Preference is given to firms locating in depressed or rural areas paying more than the minimum wage. Trainees are not paid and are not obligated to take a job at the end of the training nor is the firm required to hire program graduates. Funds for the various training projects come from a variety of agencies, including Colorado FIRST. (14)

Minnesota has developed a network of regional agencies, including community colleges and vocational-technical centers, to offer tailor-made training for new and expanding businesses. Initially the agencies in the regional network were the CETA prime sponsor, economic development specialists, local educators, and the local job service agency. The specialists, from the state and local departments of economic development or private organizations, were responsible primarily for identifying businesses interested in growth or relocation in Minnesota. The goal of the network is to supply trained workers within a given time if the employer agrees to hire the trainees. The training program is designed for entry level and often businesses offer incentives to participants. (14)

The Texas Industrial Start-Up Training Program is also designed to provide training for new and expanding businesses. However, the Texas program encompasses vocational training centers, secondary schools, colleges, and universities, as well as community colleges. In the last ten years, the program has trained 25,000 workers for 250 companies.

The first step involves a meeting of a representative of the Texas Industrial Commission with company representatives to determine training needs. If at least twelve new jobs are contemplated, the institution designated by the Texas Education

Agency designs the program. Training usually occurs on-site but can be conducted at the institution. If another facility is needed, the institution provides one at no cost to the business. The instructor is paid by the state and trainees are identified by the Texas Employment Commission. The company is required to hire program graduates, to provide necessary equipment, and to pay for utilities, supplies, and related expenses. (14)

Small Business Assistance

At least 85 percent of the businesses in the United States are considered small businesses (employing twenty or fewer employees). Small businesses are also the major source of new jobs in the country. Between 1980 and 1982, for example, small businesses produced 2.65 million new jobs, more than offsetting the 1.664 million jobs lost by large businesses. (5)

One way to serve small businesses is through the Small Business Development Center Program, a partnership of federal and state agencies. Cooperative agreements are made each year to fund the delivery of services with equal funding from each partner. Although community colleges did not widely participate at the program's inception in 1975, a recent Congressional mandate that the centers be more productive and cost effective has encouraged a wider use of the colleges.

Oregon has established a Small Business Development Center network to help the small business community with current information, training, resources, and services. The small business sector of Oregon's economy has become more important because of the weakened wood products industry. In response to this, Lane Community College in Eugene set up a business assistance center in 1982 by combining existing programs and resources with new services to provide a range of management assistance. Services included business counseling, long-term educational programs, short-term workshops and seminars, a business resource library, and involvement with economic development organizations. The program has become an important community resource that businesses and organizations turn to for assistance. A recent survey of clients of the center showed that almost half indicated an increase in sales or profits attributable to business counseling and 13 percent obtained financing for their business as a result of counseling.

The success at Lane Community College led the state to fund a network of development centers located at community colleges throughout the state and modeled after the Lane program. Additional funding was provided from the federal Small Business Administration. There are now small business assistance centers at all fifteen Oregon community colleges with two satellite centers at four-year institutions.

The centers provide a wide variety of training activities, such as workshops and seminars. One-on-one business counseling is available at no cost to clients through the college staff, Service Corps of Retired Executives (SCORE), Active Corps of Executives (ACE), and paid professional consultants. Resources available at the centers include reference materials, audio visual tapes and equipment, and access to micro-computers. Business referral information includes business service providers, such as consultants and lists of governmental and private agencies that assist businesses. (5)

North Carolina has recognized the need to provide education and training for small business owners. The Governor recently announced his support for a small business assistance network in the community system in cooperation with the Department of Commerce. Fourteen colleges are now part of the network that will be expanded to all fifty-nine campuses. The network will bring together other deliverers of small business assistance and training to provide business owners and managers with access to professional advice, courses, data bases, and information sources. (17)

In Maryland, Montgomery College recently was designated to develop a prototype small business resource center. The center's activities will include one-on-one counseling for small business owners and development of a comprehensive training program of over forty courses per year with marketing to special groups, such as veterans, minorities, and women. (20)

Another concept, similar to the small business center, is a special facility created to nurture small businesses, often referred to as an "incubator" for new businesses prone to failure. These incubators are already in use across the country creating opportunities for public and private partnerships and economic revitalization of underutilized business property. In an incubator facility, the small business has the opportunity of rental below market rates and on flexible terms, shared equipment and services, access to financial and technical assistance, and the prospect of doing business with other tenants.

Rock Valley College in Illinois provides incubator services through their Small Business Service Center. The incubator is located in a privately sponsored building that has over 60,000 square feet of space for new small businesses. The college has been given rent free office space for its assistance services. Courses are offered on-site in entrepreneurship assessment and management problem solving. (20)

International Trade

The U. S. Department of Commerce reports that there are more than 11,000,000 small, full-time businesses currently operating in the United States. One Commerce official estimates that 1 to 5 percent of these companies trade goods and services abroad but that as many as 25 percent of these small businesses could trade internationally. (1) Among reasons cited for the increased influence of the international market in American businesses are:

- o Seventy-four percent of all markets lie outside the United States.
- o One out of every four manufacturing jobs now depend on foreign markets.
- o Twenty percent of U. S. industrial production is for export.
- o Eighty percent of foreign trade is done by 1 percent, or 2,500 of the manufacturers.
- o Eighty percent of the new jobs are created by establishments not more than four years of age and with twenty or fewer employees. (10)

A major reason more firms are not involved in international trade is lack of information about the opportunities and knowledge necessary to participate. (1) Community colleges are in a unique position to work with small businesses that may be exploring international markets for their products. Small firms, which have the capacity but not the knowledge to participate in international trade, are the kinds of companies that community colleges are accustomed to serving. "There is much more that community colleges can do to contribute to local and national economic development by providing education and training programs aimed at encouraging and assisting these businesses to involve themselves in international trade." (1)

The National Postsecondary Alliance report suggests colleges designate someone with the expertise, background, and knowledge of international trade to work with small and medium sized businesses. Funding for this kind of position could come from existing businesses and local exporting organizations, such as chambers of commerce, international trade groups, export bankers, which would also be closely affiliated with the operation of the project. A benefit from this kind of liaison would be the involvement of personnel from experienced international trade companies in the instructional programs of the college. (14)

An example of community college involvement in international trade is at Middlesex County College in New Jersey. The college became involved in providing learning activities in international trade after first conducting a statewide survey of firms in New Jersey to determine their international trade education needs. The survey indicated that education programs were needed to show private firms how to participate in international trade. Using the survey results as a guide, the college introduced a variety of educational programs, including credit courses, seminars, workshops, and luncheon working sessions. The college hoped to achieve two goals:

1. Provide local business people with information and contacts useful in conducting international trade, and
2. Establish a network or organization involved in international trade issues, including trade centers, business associations, educational institutions, business owners/managers, and public administrators. (1)

The success of the Middlesex program has resulted in other colleges in other states becoming involved in international trade issues. To facilitate sharing of information about international trade education, the college established a national clearinghouse for all available information, resources, and materials currently existing about international trade education. The center is funded with federal monies and by the American Association of Community and Junior Colleges. (1)

The benefits of entering into the international trade market include:

- o Assisting the local business community in exploring participation in the export market, which could lead to higher profits, new jobs, and ultimately community and economic growth.
- o Broadening classroom instruction through the involvement of personnel from international trade companies.

- o Increasing the scope of continuing education offerings as the college becomes more aware of the informational needs of businesses in international trade.
- o Creating new, full-time credit programs in areas such as international trade and documentation. (14)

Virgil M. Blanco, Head of the Center for International Education at Middlesex, said, "It (involvement in international trade) has enabled the college to add new programs and courses and thus attract additional students . . . it has brought faculty and administrators together from diverse disciplines and training to examine assumptions about global education to expand and improve the curriculum . . . all of this has brought new life to our work." (1)

Serving the Unemployed

The main impetus for community colleges and states to work with the unemployed is the federally funded Jobs Partnership Training Act (JTPA). Other states, such as Illinois and California, have used these funds in areas of high unemployment and in conjunction with job service agencies and local businesses.

The community colleges in Illinois are expected to be the major providers of training funded by JTPA. Through these programs, the colleges train economically disadvantaged individuals and dislocated workers, as well as assist new and expanding businesses hire skilled employees. Most of the Private Industry Councils in Illinois include representatives from community colleges, which increases the colleges' involvement in the decision making process. The colleges also administer fifteen of the nineteen dislocated workers centers in Illinois. (3)

The California Employment Training Panel, with the assistance of the state's community colleges, has established partnerships with businesses and workers for creative job training. The panel is primarily interested in helping workers learn new skills required by new technologies. In essence, the panel is funded through a small portion of the state's unemployment insurance fund. (Because federal law prohibits the direct use of unemployment insurance funds for training, the state reduced the unemployment insurance tax and imposed a new state tax for the same amount on the same employers.)

The panel supports training only if employers have been identified and consulted about the training and have agreed to participate in the program. In addition, trainers are paid only if the workers are employed after completing the training program. Trainees must either be unemployed and receiving unemployment insurance or have exhausted their benefits or be likely to be laid off unless they are retrained. Training programs have been developed to help existing businesses become more competitive, to encourage new and expanding businesses, and to support businesses with a shortage of skilled labor. While the panel often works directly with businesses in providing training, the community colleges have been active in more than fifty projects to train nearly 7,000 workers. (7)

Equipment Funding

In 1981, North Carolina launched an effort called the "Year of the Community College." The main priority of the effort was securing \$33 million from the

state to upgrade equipment for existing technical and vocational programs. Businesses also were encouraged to donate or allow on-site use of equipment for training. The state legislature responded by appropriating \$5 million for equipment in 1981-1983; and businesses began supporting the effort, led by a donation of \$50,000 worth of equipment from the IBM Corporation. The legislature continued to support community colleges by increasing the budget for 1983-1984 by \$25 million. Over \$7.5 million of the increase was in new money earmarked for equipment. (23)

Business Centers

The cornerstone of involvement by Illinois community colleges in economic development is a network of business centers and economic development offices operated by each of the thirty-nine college districts. The main function of the centers is to coordinate customized job training programs of new and existing business and industry. The centers and offices also provide seminars, workshops, and direct consultation. The centers are financed by a \$2.7 million state appropriation, supplemented by more than \$5 million from the colleges in revenues from training and services, state grants, donations from private businesses, and the general college operating budget. (3)

Contract Procurement

The Illinois Department of Commerce enlists the aid of the state's community colleges in operating the Illinois Procurement Outreach Program which assists businesses seeking federal contracts. Currently, twenty-two of the colleges help area business and industry in seeking state and federal contracts. Five of the colleges have comprehensive programs with at least one full-time contract procurement professional. Others have incorporated procurement assistance into other services and business center operations. In the first six months of the program, about \$165,000 was realized in contracts for Illinois businesses. (3)

Faculty Leaves

North Carolina provides funds to local colleges to pay salaries of professional personnel while they return to business or industry to learn new approaches and sharpen skills. The leaves are limited to twelve consecutive weeks during the summer quarter. Faculty and administrators are eligible if they have been employed for a minimum of three years and have a contract to return to the institution the following year. The state has implemented this program realizing the community colleges must maintain a competitive edge with the technical advances being made in almost every field. (16)

Economic Development Associations

The Illinois Community College Economic Development Association, primarily comprised of staff members of college business centers and economic development offices, was recently formed to share information of economic development activities. The association was designed to market and promote community college economic development activities and as an information exchange for on-the-job training, business centers, and other economic development concerns. The new

association has over 100 members from colleges statewide in addition to economic development organizations that regularly work with community colleges. (3)

PROPOSED STRATEGIES

With the increasing role of community colleges in economic development, individuals and groups have begun to identify elements they feel are central to successful economic development endeavors. Lawrence Tyree and Nancy McConnell recently looked at linkages between community colleges and economic development through the Fellows Program at Florida State University. Tyree and McConnell concluded that "government at the highest levels should recognize community colleges as the logical providers of diverse, flexible, and low cost training programs." (22) Funding of special training programs in the state should be consistent with an overall economic development plan and not limited to a single industry's training needs. The application of funds also should be flexible and sufficient to provide high quality training. The authors suggested the following strategies to enhance college participation in economic development.

- o The state's development plan should be fully embraced by educators.
- o Colleges should have a clear legislative mandate and funding to be the primary deliverer of occupational education.
- o Colleges should provide funding sources with quantifiable evidence of the effectiveness of their training programs. The Brookings Institute in a recent report suggests colleges document their success in quantifiable measures of productivity and economic impact. North Carolina, for example, has documented the success of its training programs. Because the state targets priority areas for training funds, success can be documented by industrial category. The Department of Community Colleges can show the cost to the state for providing training, the number of trainees, the average hourly production wage by industry category, and the resulting capital investment by new and expanding industries. (17)
- o Colleges should be prepared to provide training for specified needs that may not fit into established programs.
- o The state and local chambers of commerce should be made aware of the ability of the colleges to respond to economic development needs.
- o Greater use should be made of contractual agreements between colleges and businesses, including the sharing of facilities and equipment. (23)

As part of a recent study by the National Postsecondary Alliance, five governmental and business leaders in Iowa gave their perspective and recommendations on the role community colleges should play in economic development. The following points summarize their comments:

- o The economic development team should be headed by a local economic development group, with the college providing education, training, and

other support. While the college's role is important, it is secondary. The team members should make it a point to become acquainted with people who make things happen in economic development, such as bankers and business association leaders.

- o The colleges should inventory what has been done to determine what has worked and what has not worked.
- o The college should then design a plan to fit the institution into the existing economic development network. This includes an inventory of state and federal programs that are devised to enhance economic development and identifying packages that can be created from existing programs. (14)

The authors of the Alliance study suggest that working with business and industry be viewed by the college as an opportunity.

A requisite for a community college to become involved in successful economic development is a commitment to the overall effort. 'Lip service' is not enough. The commitment of the institution must come from the president . . . board of directors, from the administration, and at least initially from the faculty. The institution must also be willing to commit financial and human resources to this effort. The community college must understand its own economic and business role in the community, yet many educators have difficulty admitting that institutions of higher education are businesses and have a place within the business community. (14)

While it is important for the president and economic development officer to be involved in the business community, the authors feel it is also necessary to involve other college personnel in business activities and organizations. This strengthens the team concept and offers faculty, staff, and others new challenges and opportunities. The authors emphasize that "no one individual can handle economic development alone." While some people at the college will never participate in economic development activities, others will "sense the excitement" and become involved at their own initiative.

If a college is to be successful in dealing with business and industry, the authors feel it must emphasize marketing efforts and strategies. Brochures are a good first step but they must be backed with substance. Colleges must deal with primary concerns of the business person: company profits, productivity, and performance. (14)

Specific strategies also were suggested for colleges dealing with the small business community. Although many colleges provide programs and services to small businesses, the Alliance study authors found that only a few have offered comprehensive programs that provide continuity of information and services over a period of time. Courses are offered infrequently or haphazardly with little of the continuity a small business person needs. Colleges should not only provide a variety of information and instructional services but coordinate and package services from the many organizations interested in small businesses.

The authors suggest that the first thing a college do is organize and develop a comprehensive core curriculum of courses of mutual interest to small business owners. In addition to the core curriculum, services could be added, such as a small business library. A counseling service could assist participants in the instructional program, applying course materials to their specific business. The result should be a bond between the small business owners and the community college and a stronger small business community. (14)

In reporting the results of a conference on industry-education cooperation, Don C. Garrison identified elements of an "ideal" small business assistance center:

- o The center should be a resource center with information for small business owners, such as availability of employee training and statistical data and printed materials from the state and federal governments.
- o The center should have a training component to help those entering business with courses in start-up analysis, financial planning, etc. The center also should offer training to owners of businesses experiencing difficulties or "growing pains."
- o The center should provide technical assistance, including procurement assistance, consulting, and counseling.
- o The center should provide brokering to other organizations, such as trade associations, economic development agencies, state and federal taxing authorities, etc.
- o The center should house facilities that other organizations can use for counseling and other activities.
- o The center should work with regional organizations to provide specialized information, such as international marketing. (9)

All strategies require strong commitments from both community colleges and state and local governments. Effective communication and cooperation can increase community college commitment to economic development and local business communities.

CHAPTER FOUR

CONCLUSIONS

By looking at the results of Maryland's economic development survey, activities in other states, and proposed strategies, it becomes apparent that the role of community colleges in statewide economic development should become more prominent. The current system has both strengths and weaknesses. A summary of these strengths and weaknesses follows. The chapter concludes with recommendations based on these observations and activities in other states.

STRENGTHS

Maryland community colleges are currently serving many businesses by providing quality training and support services. Most of the colleges offer contract or customized training, and all of the colleges offer business related courses and workshops. Five of the state's community colleges have small business resource centers, while three have offices for business and industry. Several community colleges also provide consulting and job placement assistance.

In FY 1984, the community colleges served over 4,000 citizens in credit programs and courses designed specifically to meet the needs of local businesses. The colleges enrolled another 15,000 registrants in noncredit courses designed for business and industry. Most of these registrants were enrolled in one of 200 courses the colleges had custom designed for specific businesses. Another example of flexibility in college course offerings is location. The colleges reported that over 300 off-campus sites were used in providing contract and open enrollment courses for business and industry.

Most colleges reported strong links to local chambers of commerce and memberships on local Private Industry Councils and economic development councils. The colleges communicated with their local business communities, using needs surveys, newsletters, special mailings, presentations to local business and service organizations, breakfast and dinner meetings with local business persons, among others.

Economic development staff at many of the colleges displayed excitement and eagerness to work with business in providing training. At a few of the colleges, economic development is viewed as an integral part of the college's mission by not only the business and industry staff but the administration and, to some extent, the faculty.

The testimony of satisfied business representatives is probably the best indicator of the success of a college's economic development initiatives. Many of the colleges have found that their reputation for delivering quality training is the best calling card for dealing with new business clients.

WEAKNESSES

The differences in attitudes and priorities of college leaders, both administrators and local board of trustees members, were obvious from the level of activities reported

in the Maryland survey and from interviews. The organizational or staffing patterns for economic development services at community colleges, for example, are usually determined by the priority the institution places on economic development. The assignment of personnel, including rank and number, was another indication of institution support of economic development. At some institutions, economic development appeared to be an afterthought. At other institutions, economic development had a high level of visibility.

Decisions about a college's involvement in economic development are sometimes more implicit than explicit. The extent of a college's economic development initiative is limited by the size of staff and support services. Often staff is increased on an as-needed basis. One college representative said that lack of administrative support has forced him to turn down some businesses which only need to enroll a few people in small workshops. Because of the time and paperwork involved, providing contract courses to large corporations and businesses is more feasible. With little or no institution guidelines to direct them, staff members often feel overworked because they cannot meet demands for training or have little time to work with new businesses.

There is usually little involvement of full-time faculty in any of the college economic development activities. Part-time instructors are usually more flexible in their willingness to work off campus and to teach short-term courses that do not fit into the traditional semester structure. In addition, part-time faculty are often more attuned to technological changes in industry and the needs of business. Because the full-time faculty are closely involved with the governance of an institution, economic development as an institutional priority is often overlooked.

A problem cited by the colleges was the difficulty of communicating with public and private economic development agencies and the business community. While a few colleges have forged strong ties to county (or city) economic development agencies, most colleges maintain little or no working relationship with agency staffs. This lack of contact often is not under a college's control; some local agency staff have indicated education benefits are not very important in recruiting or retaining businesses.

Colleges have used a variety of methods to let the business community know about the college economic development services. Use of breakfast meetings, newsletters, and other forms of communication not only inform business persons about available services but also enlist the business community in support of the college. Many colleges, however, find it difficult to reach individual businesses.

The funding method of Maryland's community colleges has dictated the response of some colleges to economic development. The most lucrative economic development activities are contracts made with large corporations which have their own training personnel. The companies guarantee a minimum class size, provide facilities, and, in some cases, recommend an instructor. Serving smaller businesses with fewer employees is more costly and time consuming. However, smaller businesses are more in need of community college services. The larger corporations could afford to use outside consultants or internal training, while small businesses have fewer resources available.

In addition to the lack of profitability in offering a wide range of courses and services to small businesses, the colleges have found it difficult to contact small

business owners or managers regarding college programs. Mailing lists are not available since many small firms are not members of local professional or business groups. In many areas, the small business community does not recognize the college as an important resource.

Even though many community colleges in Maryland offer excellent services to business and industry, few have developed effective public relations programs to market these services. On a statewide level, the community colleges have not been fully recognized as a Maryland economic development resource. Some colleges also find they still have to fight the business community's perception of two-year colleges. The low cost feature of community college services is sometimes interpreted to mean low quality. Some economic development directors at the colleges are careful to show that low cost is the business tax dollar at work. Misconceptions, however, are usually corrected when a company works directly with a college.

A final problem in dealing with community colleges on a systemwide basis is the lack of standardization among the colleges. The differences among the colleges make it difficult to package statewide initiatives, from the establishment of business centers to special legislative funding. States with governing structures similar to Maryland that have been successful in getting special state funds for economic development projects offer certain programs and services at all institutions. The funding by Illinois of business centers at each of the state's thirty-nine colleges illustrates the effectiveness of providing a base line of services.

RECOMMENDATIONS

The State Board for Community Colleges recommends:

- That each community college board of trustees consciously establish the priority of economic development that is consistent with the mission and goals of the college.

In setting priorities for economic development, the college should determine the extent of involvement, the desired staffing patterns for the short- and long-term, and the placement of economic development in the college's organizational structure. Successful economic development programs in community colleges across the nation are usually administered by a person in direct contact with the president. The act of setting priorities also should increase the involvement of boards of trustees and full-time faculty in economic development activities.

- That in cooperation with the Department of Economic and Community Development business assistance centers be established in areas where they are not currently in place.

With financial assistance from the Department of Economic and Community Development, centers could be established at each community college or perhaps regionally in some parts of the State. Responsiveness to business must have a local focus, and a close working relationship between education and economic development agencies would be strengthened through business assistance centers.

- That each college coordinate offerings for small business owners and managers, using business centers to provide services for small businesses.

The small business component of business centers should eventually include:

- a resource center with information applicable to small business,
 - a training component,
 - a brokering service to other organizations,
 - counseling, and
 - specialized or regional information.
- That colleges explore involvement in local incubator projects for small businesses by providing facilities, training and counseling services.

The community college is a natural resource for providing many of the services required in an incubator project. The colleges could be either one of several service providers or be the agent that coordinates all the services for businesses in an incubator facility.

- That colleges establish contract procurement services to help local businesses in submitting bids for federal and State projects.

A similar service provided by Illinois community colleges resulted in about \$165,000 in contracts for Illinois businesses in the first six months of the Procurement Outreach Program. Procurement assistance in Illinois has been incorporated into other business center operations and managed as comprehensive programs with full-time procurement professionals.

- That in cooperation with the Department of Economic and Community Development selected community colleges explore involvement in economic development activities in international trade.

Information about international trade issues has been made available through a national clearinghouse for international trade education. The center, operated from Middlesex County College in New Jersey, can provide information, materials and resources currently existing about international trade education. A limited number of Maryland community colleges could be selected to coordinate international trade services, with satellite services offered at other colleges.

- That the State Board for Community Colleges develop an effective statewide system of marketing community college economic development services.

The colleges should establish a baseline of economic development service that is available at each college or on a regional basis. This

should enable the State Board for Community Colleges to be more active in increasing the role of community colleges in statewide economic development initiatives.

- That the State Board for Community Colleges and the Department of Economic and Community Development jointly publish information about training opportunities for Maryland business.

Information about employee training opportunities is important to existing Maryland business as well as those considering relocation in the State. A jointly published brochure would be useful in responding to OK-GREEN requests and other inquiries made to business and industrial development officials.

- That State promotional efforts mounted by the Department of Economic and Community Development include reference to community colleges.

Other states, such as North Carolina, have effectively conducted national recruitment campaigns by highlighting services of the community and technical college system.

- That training funds currently appropriated for industrial training be provided to establish tuition assistance programs at Maryland community colleges for Maryland business and industry.

Using either existing offerings or customized courses at the colleges, the Department of Economic and Community Development could use industrial training funds to offset tuition costs for specific training/retraining projects. Because of the general State support of community college enrollments, the tuition cost to the Department of Economic and Community Development would be much less than that required to fully fund other training activities. It also would provide businesses with more options for training.

- That the State Board for Community Colleges and the seventeen Maryland community colleges maintain stronger ties to State and local agencies involved in economic development.

- That training currently under way at community colleges under the Job Training Partnership Act (JTPA), in coordination with the Department of Employment and Training, be reviewed to see how it might better be meshed into statewide economic development objectives initiatives.

Using State and federal dollars budgeted elsewhere for training will expand the funds available for industrial training. Responding with a coordinated approach to training needs and economic expansion would be more beneficial than the current dispersion of activities.

- That colleges develop stronger ties to local private and public economic development agencies.

The statewide affinity group of college economic development coordinators is tentatively planning to meet with officials of the Department of Economic and Community Development and county/city economic development agencies. Several colleges demonstrate strong ties with local economic development organizations. As the colleges' role in economic development becomes more clearly defined, these ties should become more substantial.

- That the Maryland community colleges provide a mechanism for short-term leaves to business and industry for full-time faculty.

In North Carolina, funded leaves have been used to upgrade skills of college instructors and to maintain a competitive edge in training capability. Short-term leaves could also strengthen the colleges' ties to business and industry as well as stimulate full-time faculty.

ECONOMIC DEVELOPMENT ACTIVITIES UNDER WAY

While this study was being prepared, the State Board for Community Colleges (SBCC) and the seventeen community colleges undertook several initiatives to increase the colleges' role in statewide economic development. The associate executive director of the State Board has been meeting regularly with representatives of the Department of Economic and Community Development (DECD) to improve communications and to explore collaborations between community colleges, DECD, and local economic development officials.

The SBCC is also working with the Department of Employment and Training (DET) on a plan that coordinates employment and training needs with economic expansion. The colleges have experience with serving the unemployed, having worked with almost 3,000 registrants through the Job Training Partnership Act (JTPA) in FY 1984.

The community college coordinators of economic development activities are also continuing to meet on a regular basis. During the first year of operation, the economic development affinity group has shared ideas and discussed mutual problems in the area of economic development. The group may enlarge its membership to include local representatives of economic development agencies and meet with these representatives on an annual basis.

CONCLUDING STATEMENTS

Maryland community colleges offer a unique resource to the State's business community. The colleges offer a wide variety of education and training opportunities, serving nearly 19,000 employees in FY 1984. The major weakness in the system is the lack of consistency in available services. The establishment of business assistance centers at each college or regionally will provide the baseline of service and communication that is now lacking statewide. The centers also should provide colleges

maximum flexibility to continue to tailor programs to local needs. Greater involvement at the State level should not hamper local initiative but should provide a better lever for increased funding and visibility.

In a recent editorial in the Baltimore Sun, columnist Neal R. Peirce noted:

In an ironic way, the GM Saturn location decision will reflect the new reality. GM wants ample land, coal and gas supplies, rail lines and adjacent interstate highways. But it also wants a trained work force and educational institutions close by. The likelihood it will build Saturn in a state that offers only free land and low taxes is small. (22)

Dr. Noreen Lyne (Montgomery College) summarizes the benefits of community college involvement in economic development this way:

The college's commitment is to service and to the community . . . there is a level of integrity. That's what we have to offer.

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DEFINITIONS

Business and industry

Relating to commercial firms in the private sector.

Economic development

Business and industry courses and activities offered by Maryland community colleges that (i) train people for new jobs created by an expanding business, (ii) upgrade or update skills of employees for jobs that already exist, or (iii) provide pre-employment training for new Maryland businesses. Only training in the private sector that meets the needs of an employer, labor union, or trade or professional association was included in the study. Both contract and general courses were included.

Contract courses

Customized training designed by a college to meet specific needs of business and industry.

General courses

Also referred to as open enrollment courses. Enrollment in these courses is open to anyone in the community and courses can be either credit or noncredit.

ECONOMIC DEVELOPMENT COORDINATORS
MARYLAND COMMUNITY COLLEGES

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Allegany Community College

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TTY for the Deaf and Hearing Impaired
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269-2609
From D.C. Metropolitan Area
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From Other MARCOM Installations
224-2609



Maryland State Board for Community Colleges

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Appendix B

TO: Community College Presidents
FROM: James D. Tschechtel *James*
SUBJECT: Business and Industry Survey
DATE: November 6, 1984

One of the State Board for Community Colleges priorities this year is to increase our profile in State economic development efforts. At our meeting in Ocean City last Summer, I outlined for you the SBCC Economic Development Initiative for FY 1985. One of the components of that initiative was to conduct a study of the impact of community colleges on economic development.

Enclosed is a copy of the project proposal that briefly describes the purpose and research questions for the study. We are using available data when possible but much of the information dealing with business contacts is available only at the college level. With the assistance of the new economic development affinity group, we have developed a survey form to gather that information. We would appreciate your completing the attached survey by December 17, 1984 and returning it to us.

Thank you for your assistance in completing the survey. If you have questions, please contact my office.

Enclosures (2)

cc: Economic Development Coordinators

Maryland State Board for Community Colleges
THE MARYLAND COMMUNITY COLLEGE ROLE
IN ECONOMIC DEVELOPMENT

One important factor in a healthy economic climate is the availability of a skilled labor force. Maryland's seventeen community colleges have been an important component in training the work force through career programs and specialized community service courses. The colleges have identified specific training needs by working with economic development agencies and directly with business and industry. Some colleges are also assisting in the revitalization of the community by retraining workers with obsolete skills.

Purpose

The main purpose of this study is to identify the role community colleges have played in developing Maryland's economic resources. The information should be useful to governmental and private agencies promoting economic development, as well as local business and industry. The study also will highlight to policymakers an important way the colleges can and do support the local and State economies. Finally, sharing information about economic development activities at the colleges should strengthen the involvement of the Maryland community college system in maintaining a favorable business climate.

Research Questions

1. What types of programs and courses (credit and noncredit) have the community colleges created to serve local economic development needs?
2. How many students are involved in programs and courses related to job training for business and industry?
3. What kinds of communication systems (formal and informal) have the colleges developed with local business and industry?
4. Do the colleges work with local and State economic development agencies (public and private) in program and course development for existing businesses and in recruitment efforts of new industry?
5. How are the colleges involved in retraining workers with obsolete skills?
6. How are community colleges in other states involved in statewide economic development activities?

The study will be descriptive in nature and will include observations based on the findings. The newly formed affinity group of Maryland's community college economic development coordinators will be asked for advice and information.

Maryland State Board for Community Colleges

BUSINESS AND INDUSTRY SURVEY
MARYLAND COMMUNITY COLLEGES

One important factor in a healthy economic climate is the availability of a skilled labor force. Maryland's community colleges are an important component in training the work force through career programs and specialized community service courses. The State Board for Community Colleges is currently studying the impact the community colleges have had on economic development in the State.

The main purpose of the study is to identify the role the colleges have played in developing Maryland's economic resources. The results will be used primarily to increase the visibility of the colleges' activities in business and industry.

For purposes of this study, economic development refers to business and industry courses and activities that (1) train people for new jobs created by an expanding business, (2) upgrade or update skills of employees for jobs that already exist, or (3) provide pre-employment training for new Maryland businesses. Only customized training that meets the specific needs of an employer, labor union, trade or professional association in the private sector should be included. This training may include new courses developed for a specific need or courses already offered by the college.

The survey includes five sections: credit programs, noncredit programs, communication and coordination, other activities, and suggestions and recommendations. The survey is designed to allow easy distribution of sections to appropriate college personnel. If space allowed is not adequate, continue on a separate page. Respondents answering questions in the noncredit section may find it helpful to refer to the FY 1984 SBCC-CC-3 forms.

If you have questions about the survey, contact Dorothy Linthicum or Steve Millinan, phone 301-269-2881. Please return the completed form by December 17, 1984 to Dorothy Linthicum, State Board for Community Colleges, 16 Francis Street, Annapolis, MD 21403.

Thank you for your assistance in collecting this information.

SBCC:11-06-84

Maryland State Board for Community Colleges

BUSINESS AND INDUSTRY SURVEY
MARYLAND COMMUNITY COLLEGES

A. CREDIT PROGRAMS

1. List all credit programs (or options to programs) developed by the college specifically for new or existing businesses in your service area in the last five years.

<u>Program (or options)</u>	<u>Business Name</u>	<u>Associate Degrees Granted FY 1984</u>	<u>Certificates Awarded FY 1984</u>	<u>Estimated Enrollment Fall 1983</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. List other forms of recognition, such as: Letters of Recognition, involving credit courses developed specifically for new or existing businesses in FY 1984.

<u>Letter Title</u>	<u>Business Name</u>	<u>No. of Courses</u>	<u>No. of Letters Issued</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. List businesses that contracted with the college in FY 1984 for credit courses. Include employer-paid and employee-reimbursement agreements.

<u>Course(s) Title or Type</u>	<u>Business Name</u>	<u>No. of Participants</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. NONCREDIT COURSES

1. List businesses that contracted with the college in FY 1984 for noncredit courses. Include employer-paid and employee-reimbursement agreements.

<u>Course Title</u>	<u>Business Name</u>	<u>No. of Participants</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List seminars, conferences, and workshops developed by the college in FY 1984 for local businesses and industries (not eligible for State aid).

<u>Title</u>	<u>Sponsor/Co-Sponsors</u>	<u>No. of Contact Hours</u>	<u>No. of Participants</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. List forms of recognition, such as Letters of Recognition, and clusters of courses involving noncredit courses designed specifically for new or existing businesses in FY 1984.

<u>Letter/Course Cluster Title</u>	<u>Business Name</u>	<u>No. of Courses</u>	<u>No. of Letters Issued</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

C. COMMUNICATION AND COORDINATION

1. How many people at your college campus, other than the primary business and industry contacts, are involved in working with local employers?

_____ Full-time _____ Part-time

2. Describe formal contacts made by the college with local businesses in a typical year. Include mailings, surveys, meetings, etc.

3. How many chief executive (or operating) officers are visited by a college representative in a typical year? _____ How often are these visits made?

_____ Biannually
 _____ Annually
 _____ Two or more times a year

4. Describe any other informal contacts (such as presentations to business groups, etc.) made with local business and industry by the college.

5. List administrative offices, such as small business assistance centers, established by the college that deal with local business and industry. (Please attach any literature describing these offices and their activities.)

6. How many off-site locations are used for credit and noncredit business and industry courses and seminars? _____ How many of these locations are at local businesses? _____

7. On which of the following groups is your college represented?

_____ Private Industry Council (PIC)
 _____ Local Chamber of Commerce
 _____ Local economic development council
 _____ Other (please specify) _____

8. How often does a representative of the college meet with local economic development agencies in addition to regularly scheduled meetings of the agency?

	Annual Visits			
	One	Two	Three	Four or More
Private Industry Council (PIC)	_____	_____	_____	_____
Local Chamber of Commerce	_____	_____	_____	_____
Local economic development council	_____	_____	_____	_____
Other (specify) _____	_____	_____	_____	_____

Community College

9. Has your college been involved in the recruitment of new businesses and industries?

Yes _____ No _____ If Yes, how often is the college asked to assist in recruitment efforts in a typical year? _____

By whom? _____

D. OTHER ACTIVITIES

1. List your college's involvement in specific retraining programs in FY 1984 other than the SBCC-administered Job Training Partnership Act.

<u>Program Title</u>	<u>Sponsor</u>	<u>No. of Courses</u>	<u>Enrollment</u>
_____	_____	_____	_____
_____	_____	_____	_____

2. Describe your college's involvement in other economic development activities not covered in the previous sections.

E. SUGGESTIONS AND/OR RECOMMENDATIONS

Do you have any specific suggestions for the Maryland community colleges or the State Board for Community Colleges in the area of economic development?

Name of Individual Completing Survey

Thank you for completing this survey form. Please return it by December 17, 1984 to Dorothy Linthicum, State Board for Community Colleges, 16 Francis Street, Annapolis, MD 21403.

SBCC:11-06-84

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